



# EVAAS Reports

What can they tell me?



# NC Public Schools **READY** for Success

## District Value-Added Report



# District Value Added



Report: District Value Added    Test: End of Grade  
 District: District-Ix    Subject: Math  
 Year: 2012

Estimated District Mean NCE Gain						
Grade	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Growth Standard		0.0	0.0	0.0	0.0	0.0
2010 Mean NCE Gain						
Std Error						
2011 Mean NCE Gain						
Std Error						
2012 Mean NCE Gain		-2.9 R	2.1 B	-6.1 R	-0.2 G	-3.3 R
Std Error		0.6	0.6	0.7	0.6	0.6
3-Yr-Avg NCE Gain						
Std Error						
Estimated District Mean NCE Scores						
Grade	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
NCE Base	50.0	50.0	50.0	50.0	50.0	50.0
2009 Mean						
2010 Mean						
2011 Mean	50.8	50.9	52.6	46.7	46.5	46.9
2012 Mean	54.9	47.9	53.0	46.2	46.4	43.2

# In This Report

---



- Progress of cohorts over multiple years (when available) in different disciplines.
- Overall district mean scores as compared to state average.

# How to use this report



- Observe the average progress of students in a district.
- Compare a district's progress rate for a grade to the Growth Standard. The Growth Standard is the average growth for students, statewide.
- Compare a district's achievement level to the state's average achievement.
- Locate areas of strength and areas that needing improving throughout the district.

# District Value added



- We are being successful in 5<sup>th</sup> grade math and meeting expected in 7<sup>th</sup>.
- 4<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> grade math is an area of concern
- What is going on in 5<sup>th</sup> grade that can be helpful in other grades? Is it the instruction?
- Should we be looking at curriculum?
- Are there school that are being more successful than this and why are they being successful?
- What students are we successful or not with?



# NC Public Schools **READY** for Success

## District Diagnostic Report



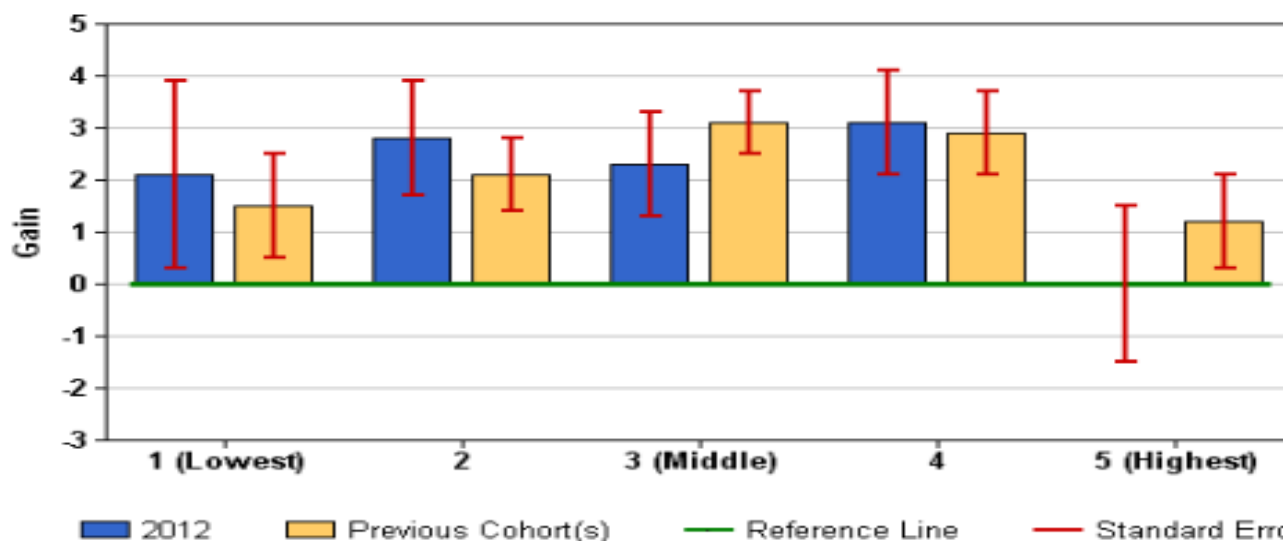
# District Diagnostic

Report: District Diagnostic  
District: District-Ix  
Year: 2012

Test: End of Grade  
Subject: Math  
Grade: 5th Grade



[Select Subgroups](#)



			Prior-Achievement Subgroups				
			1 (Lowest)	2	3 (Middle)	4	5 (Highest)
Math	Reference Line		0.0	0.0	0.0	0.0	0.0
	2012	Gain	<a href="#">2.1</a>	<a href="#">2.8</a>	<a href="#">2.3</a>	<a href="#">3.1</a>	<a href="#">0.0</a>
		Standard Error	1.8	1.1	1.0	1.0	1.5
		Nr of Students	<a href="#">49</a>	<a href="#">65</a>	<a href="#">92</a>	<a href="#">91</a>	<a href="#">69</a>
		% of Students	13.4	17.8	25.1	24.9	18.9
	Previous Cohort(s)	Gain	1.5	2.1	3.1	2.9	1.2
		Standard Error	1.0	0.7	0.6	0.8	0.9
		Nr of Students	188	240	247	216	209
		% of Students	17.1	21.8	22.5	19.6	19.0



# In This Report



- By grade and/or any tested subject. In table form and graph.
- This report disaggregates progress for students at different levels of achievement.
- Broken into fifths called quintiles, on the basis of where the students profile IN THE STATE, relative to other students who took the same test.
- The observed gain for students in each Prior-Achievement Subgroup, for the current year and for previous cohorts.

# How To Use This Report

---



- Shows which achievement level of students the district is effective with. This can help guide initiatives, curriculum, staffing, resources and PD.
- Identify what initiatives, curriculum, and programs are most effective with which students.
- Use to identify patterns or trends of progress among students expected to score at different achievement levels

# Scenario/Questions



- Each of our disaggregated groups of 5<sup>th</sup> grade math students are meeting or exceeding growth.
- We are only at state average in growth for our level 5 students which is down from 1.2.
- Does this close the achievement gap?
- How can we show more growth with our 5's?
- What makes us successful in 5<sup>th</sup> grade that can be useful in other grades?



**NC Public Schools  
READY for Success**

# **District Performance Diagnostic Report**



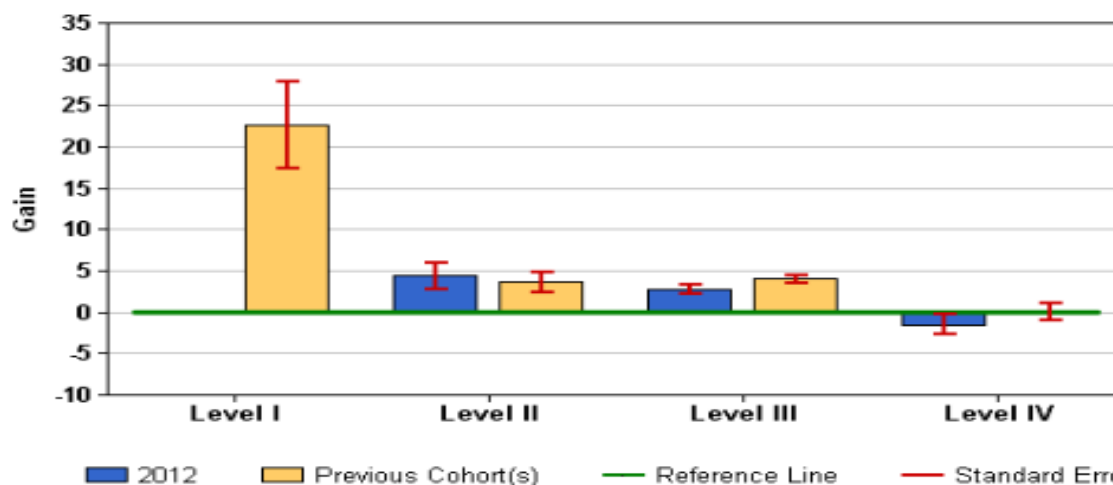
# District Performance Diagnostic

Report: District Performance Diagnostic  
District: District-Ix  
Year: 2012

Test: End of Grade  
Subject: Math  
Grade: 5th Grade



[Select Subgroups](#)



			Predicted Proficiency Group			
			Level I	Level II	Level III	Level IV
Math	Reference Line		0.0	0.0	0.0	0.0
	2012	Gain		<a href="#">4.4</a>	<a href="#">2.8</a>	<a href="#">-1.5</a>
		Standard Error		1.6	0.6	1.2
		Nr of Students	<a href="#">2</a>	<a href="#">55</a>	<a href="#">210</a>	<a href="#">91</a>
		<a href="#">% of Students</a>	0.6	15.4	58.7	25.4
	Previous Cohort(s)	Gain	22.6	3.6	4.0	0.0
		Standard Error	5.3	1.2	0.5	1.0
		Nr of Students	5	113	432	150
		<a href="#">% of Students</a>	0.7	16.1	61.7	21.4

# In This Report



- Similar to Diagnostic, except how students are disaggregated.
- Students are disaggregated into groups depending upon when they're predicted to score regardless of test. Levels 1-4.

# How To Use This Report

---



- Use this report to identify patterns or trends of progress among students predicted to score at different proficiency levels.

# Scenario/Question



- We only have 2 students who were predicted to score a 1, so we do not have any results.
- We are successful with our level 2s and 3s. Gains of 2.75 and 4.7 standard errors respectively.
- Why are we not successful with our 4s?





# NC Public Schools **READY** for Success

## Summary Value-Added Report



# Summary Value Added

Report: Value Added Summary  
District: District-Ix  
Year: 2012

Test: End of Grade  
Subject: Math



Estimated School Mean NCE Gain by Grade						
School Name		4	5	6	7	8
<a href="#">School-JYy</a>	2012	-3.2	2.5	--	--	--
	3-Yr-Avg	--	--	--	--	--
<a href="#">School-JYz</a>	2012	-7.2	5.9	--	--	--
	3-Yr-Avg	--	--	--	--	--
<a href="#">School-JZB</a>	2012	1.9	-4.2	--	--	--
	3-Yr-Avg	--	--	--	--	--
<a href="#">School-JZC</a>	2012	--	--	-5.1	-2.3	-0.4
	3-Yr-Avg	--	--	--	--	--
<a href="#">School-JZD</a>	2012	-5.5	-2.5	--	--	--
	3-Yr-Avg	--	--	--	--	--
<a href="#">School-JZH</a>	2012	-3.1	5.6	--	--	--
	3-Yr-Avg	--	--	--	--	--
<a href="#">School-JZJ</a>	2012	--	--	-6.7	1.5	-5.7
	3-Yr-Avg	--	--	--	--	--
<a href="#">School-JZG</a>	2012	0.4	0.4	--	--	--
	3-Yr-Avg	--	--	--	--	--
<a href="#">School-JZK</a>	2012	-7.1	6.2	--	--	--
	3-Yr-Avg	--	--	--	--	--

# In This Report



- This report indicates how effective each school in the district has been in the most recent year.
- It also provides a three-year average of each school's gain, when sufficient data are available.

# How To Use This Report

---



- With this report, how each school has performed is easily accessed.
- Highly effective schools and schools needing support can be quickly identified and accessed.
- Progress over multiple years, when available, allows administration to determine what changes were more effective.

# Scenarios/Questions



- Which schools are most effective? Which schools are in need of improvement?
- What are they doing differently? What can they learn from each other?
- If most schools are not succeeding in a specific grade/subject, is it a resource or curriculum concern?
- If specific schools are red or blue, is it an issue of leadership or culture?
- What support is available to help these schools?
- Why is 4<sup>th</sup> grade red while 5<sup>th</sup> grade is blue?



**NC Public Schools  
READY for Success**

# **Summary Diagnostic/ Performance Diagnostic Reports**



# Summary Diagnostic/Performance Diagnostic



Report: Diagnostic Summary    Test: End of Grade  
 District: District-Ix    Subject: Math  
 Year: 2012    Grade: 7th Grade

[Select Subgroups](#)

Gain (Nr of Students)

For each subgroup, you will see the Gain, followed by the Number of Students in parentheses

<u>School Name</u>	Prior-Achievement Subgroups									
	1 (Lowest)		2		3 (Middle)		4		5 (Highest)	
	<u>Prev</u>	<u>2012</u>	<u>Prev</u>	<u>2012</u>	<u>Prev</u>	<u>2012</u>	<u>Prev</u>	<u>2012</u>	<u>Prev</u>	<u>2012</u>
Reference Line	0.0		0.0		0.0		0.0		0.0	
<u>School-JZC</u>										
2012 Gain	-4.1 (44)		-3.1 (37)		-1.8 (41)		3.1 (26)		-2.3 (15)	
Previous Cohort(s)	-1.1 (117)		-3.1 (137)		0.1 (86)		0.5 (57)		3.6 (45)	
<u>School-JZJ</u>										
2012 Gain	3.3 (33)		0.4 (51)		1.5 (46)		-0.7 (19)		0.8 (17)	
Previous Cohort(s)	1.0 (113)		4.0 (143)		4.6 (125)		3.1 (92)		4.8 (53)	

# In This Report



- This report disaggregates progress for students at different levels of achievement for each school in the district.
- Students are disaggregated into quintiles.



# How To Use This Report

---



- Use this report to identify patterns or trends of progress among students at different achievement levels.
- Use this report to find schools who are highly effective and highly ineffective with children at various entering levels of achievement.



# NC Public Schools **READY** for Success

## School Value-Added Report



# School Value Added



**Report:** School Value Added    **Test:** End of Grade  
**School:** School-JZC                **Subject:** Math  
**District:** District-Ix  
**Year:** 2012

Estimated School Mean NCE Gain				
Grade	6	7	8	Mean NCE Gain over Grades Relative to Growth Standard
Growth Standard	0.0	0.0	0.0	
2010 Mean NCE Gain				
Std Error				
2011 Mean NCE Gain				
Std Error				
2012 Mean NCE Gain	<u>-5.1</u> R	<u>-2.3</u> R	<u>-0.4</u> G	-2.6 R
Std Error	1.0	0.9	0.9	0.5
3-Yr-Avg NCE Gain				
Std Error				
Estimated School Mean NCE Scores				
Grade	6	7	8	
NCE Base	50.0	50.0	50.0	
2009 Mean				
2010 Mean				
2011 Mean	47.2	44.2	46.6	
2012 Mean	45.7	44.8	43.8	

# In This Report

---



- Each school can view how effective they are in reaching students by course/subject.

# How To Use This Report



- Observe the average progress of students in a school.
- Compare a school's progress rate for a grade to the Growth Standard. The Growth Standard is the average growth for students, statewide.
- Compare a school's achievement level to the state's average achievement.

# Scenarios/Questions

---



- We are not helping our math students grow. Why are our students not growing in math? We need more or different math PD.
  - What do our PLCs look like? How can they be better?
  - We need to look at our curriculum.
  - What are they doing at other schools?
  - Look at vertical alignment.
  - What programs can we implement or change?
  - What resources do we have available?
  - Do we have the right teachers teaching the students they are most successful with?
-

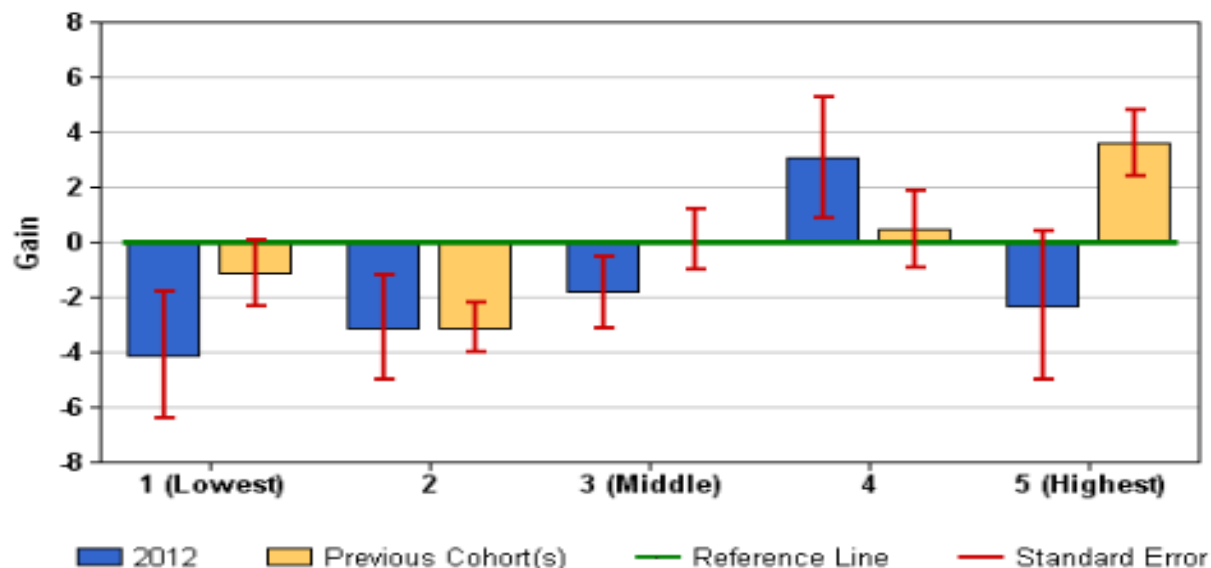


# NC Public Schools **READY** for Success

## School Diagnostic Report



# School Diagnostic



			Prior-Achievement Subgroups				
			1 (Lowest)	2	3 (Middle)	4	5 (Highest)
Math	2012	Reference Line	0.0	0.0	0.0	0.0	0.0
		Gain	<a href="#">-4.1</a>	<a href="#">-3.1</a>	<a href="#">-1.8</a>	<a href="#">3.1</a>	<a href="#">-2.3</a>
		Standard Error	2.3	1.9	1.3	2.2	2.7
		Nr of Students	<a href="#">44</a>	<a href="#">37</a>	<a href="#">41</a>	<a href="#">26</a>	<a href="#">15</a>
	Previous Cohort(s)	% of Students	27.0	22.7	25.2	16.0	9.2
		Gain	<a href="#">-1.1</a>	<a href="#">-3.1</a>	<a href="#">0.1</a>	<a href="#">0.5</a>	<a href="#">3.6</a>
		Standard Error	1.2	0.9	1.1	1.4	1.2
		Nr of Students	117	137	86	57	45
		% of Students	26.5	31.0	19.5	12.9	10.2



# In This Report

---



- This report disaggregates progress for students at different achievement levels.
- Students are disaggregated by state quintiles.

# How To Use This Report



- Identify patterns or trends to help determine future PD and coaching needed.
- Enable PLCs to determine where to focus efforts to improve student progress.
- Determine how initiatives and programs in the school are most effective.
- Leverage the strengths and focus on the areas needing improvement in the school

# Scenario/Questions

---



- Why are we only successful with growing our level 4 students?
- What is the impact on our level 1-3 students?
- What differentiation is going on?
- How does this PLC look?
- What programs/initiatives can we introduce?
- Which students are being successful and why?



**NC Public Schools  
READY for Success**

# **School Performance Diagnostic Report**



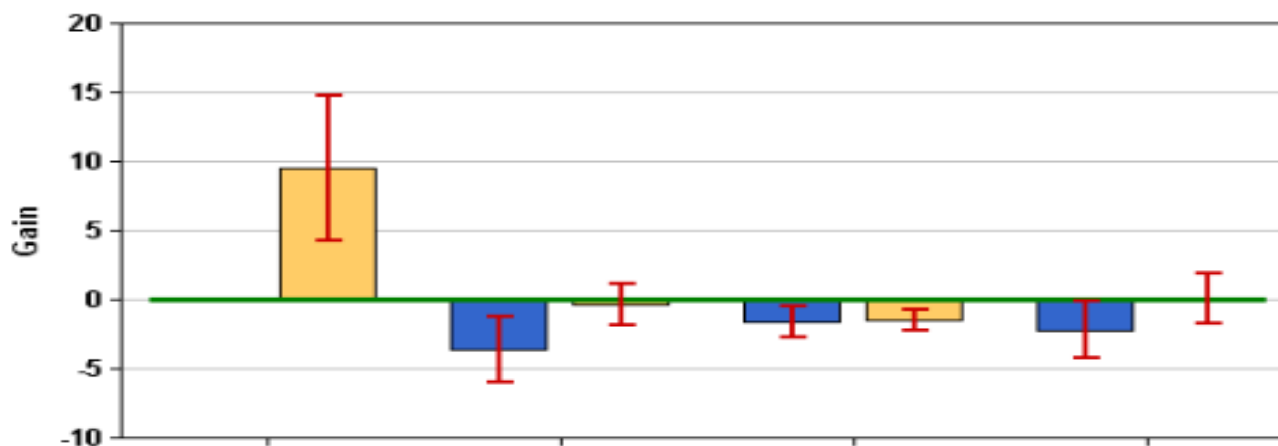
# School Performance Diagnostic



Report: School Performance Diagnostic  
 School: School-JZC  
 District: District-Ix  
 Year: 2012

Test: End of Grade  
 Subject: Math  
 Grade: 7th Grade

[Select Subgroups](#)



			Predicted Proficiency Group			
			Level I	Level II	Level III	Level IV
<a href="#">Math</a>	Reference Line		0.0	0.0	0.0	0.0
	2012	Gain		<a href="#">-3.6</a>	<a href="#">-1.6</a>	<a href="#">-2.2</a>
		Standard Error		2.4	1.1	2.1
		Nr of Students	<a href="#">2</a>	<a href="#">37</a>	<a href="#">98</a>	<a href="#">23</a>
		% of Students	1.2	23.1	61.2	14.4
	Previous Cohort(s)	Gain	9.5	-0.4	-1.5	0.1
		Standard Error	5.3	1.5	0.8	1.8
		Nr of Students	8	71	169	38
		% of Students	2.8	24.8	59.1	13.3

# In This Report

---



- This report disaggregates progress for students at different levels of achievement.

# How To Use This Report

---



- Use this report to identify patterns or trends of progress among students predicted to score at different proficiency levels (current reports are according to past proficiency levels).



# NC Public Schools **READY** for Success

## School Composite Report





# School Composite



Report: School-Level Composite    Test: Composite  
Year: 2012  
School: School-JZC  
District: District-Ix

2011-2012 Composite Estimates		
Composite Type	One-Year Estimate	
	Index	Level
Overall	-5.64	Does Not Meet Expected Growth

## What is included in a composite?

### NC DPI Policy

School-Level Composites are scores that assess growth at the school level. For 2011-2012, school-level composites are used for the evaluation of educators in non-tested grades and subjects. Scores will be reported as one of three categories (see legend below) and will count for 30% of the sixth standard rating for a teacher with his or her own value-added score and 100% for a teacher without his or her own value-added score. The table above reports the 2011-2012 school-level composites.

Descriptions of Composite Types	
Composite Type	Composite Includes
Overall	EOC Algebra I, EOC English I, EOG Math, EOG Reading, and EOG Science

# In This Report

---



- The tests that are included in the school composite are listed.
- School index which is the overall value added of all tested subjects divided by standard error.

# How To Use This Report

---



- The school composite allows schools to compare how they are doing compared to the average growth for the state.
- This measure accounts for 30% of the Standard 6 rating for teacher with their own Value Added Measure and 100% for teachers without their own individual Value Added measure.

# Scenarios/Questions



- Being a -5.64 means that this school is exceedingly below average in the state.
- This school's contribution to teachers' standard 6 in this case is  $.3 \times -5.64 = -1.692$ .
- How can the school work together to help improve student growth?
- What programs can be implemented?
- Do we have the right teachers teaching the students they are most successful with?



# NC Public Schools **READY** for Success

## Student Pattern Report



# Student Pattern Report



Report: Student Pattern Report    Test: End of Course  
School: School-JZC    Subject: Algebra I  
District: District-Ix  
Year: 2012

↩ Select All    ⌕ Deselect All    ↩ Submit

	<u>Student</u>	<u>Predicted Score</u>	<u>Observed Score</u>	<u>2012 Percentile</u>	<u>Perf Level</u>
<input type="checkbox"/>	<a href="#">Student-dbYF</a>	160.3	156	59	3
<input type="checkbox"/>	<a href="#">Student-dcKG</a>	159.6	159	70	4
<input type="checkbox"/>	<a href="#">Student-hBhF</a>	162.8	167	91	4
<input type="checkbox"/>	<a href="#">Student-dnTp</a>	160.6	161	76	4
<input type="checkbox"/>	<a href="#">Student-drVS</a>	159.8	167	91	4
<input type="checkbox"/>	<a href="#">Student-dtdv</a>	162.0	160	73	4
<input type="checkbox"/>	<a href="#">Student-dxyc</a>	163.6	161	76	4
<input type="checkbox"/>	<a href="#">Student-hVZG</a>	165.9	157	64	3
<input type="checkbox"/>	<a href="#">Student-fCxs</a>	162.2	162	80	4
<input type="checkbox"/>	<a href="#">Student-fKqt</a>	160.1	152	45	3
<input type="checkbox"/>	<a href="#">Student-fLXP</a>	155.5	167	91	4
<input type="checkbox"/>	<a href="#">Student-fMfr</a>	162.9	163	83	4
<input type="checkbox"/>	<a href="#">Student-fTPZ</a>	162.5	169	93	4
<input type="checkbox"/>	<a href="#">Student-hnyH</a>	163.7	163	83	4

# In This Report

---



- This report disaggregates progress for specific students of your choosing.
- This report enables you to see how effective the school has been with the lowest, middle, and highest achieving students in the group you have selected.

# How To Use This Report

---



- Teachers can use this report to see each students' past testing history.
- Schools may use this report to see how effective special programs have been by comparing the progress of students enrolled in such programs to students who are not.
- Teachers can use this information to help guide their instruction with their current students that are similar to past students.



# How To Use This Report

---



- Sort students by participation in programs to see success of program.
- Leverage teacher's past success with student levels to current cohort.
- Determine participation in programs.
- Assign students to teachers they may be most successful with.



**NC Public Schools  
READY for Success**

# Feeder Pattern Report



# Feeder Pattern Report



Report: Feeder Pattern Report    Subject Group: Math  
Year: 2012

District

District-R ▼

Elementary School

-- Elementary Schools -- ▼

Middle School

School-Cww (6 7 8) ▼

High School

School-Cww (8) ▼

➡ Submit    ↶ Clear All Patterns

District-R								
Elementary School	Middle School				High School			
No School	<u>School-Cww</u>				<u>School-Cww</u>			
	EOG			EOC	EOG			EOC
No Data Found	6	7	8	Alg1	6	7	8	Alg1
N/A	-6.9	-2.0	2.6	-1.7	-6.9	-2.0	2.6	-1.7

# In This Report

---



- This report allows you to observe and compare opportunities for student academic progress within specific sequences of schools.
- Using this report, you can assess strengths and weaknesses in educational delivery across grades and determine whether access to effective schooling is distributed equitably to students assigned to different sequences.

# How To Use This Report

---



- Ensure that students do not continue to have teachers that show low growth.
- Help teachers understand where their students are coming from to help guide instruction.

# How To Use This Report

---



- This report can be used when assigning students to teachers.
- Ensure equity within the district/school.



# NC Public Schools **READY** for Success

## Academic At-Risk Report



# Academic At-Risk



Report: **Acct At Risk** Year: **2012**  
 School: **School-Htw** Grade: **7th Grade**  
 District: **District-kp** Projection: **8th EOG Math (Level III)**

	<u>Student</u>	<u>Sex</u>	<u>Race</u>	<u>Grade</u>	<u>SWD</u>	<u>LEP</u>	<u>AIG (Math)</u>	<u>AIG (Read)</u>	<u>Achievement Probability</u>
1.	<a href="#">Student-gyFN</a>	F	H	7	N	N	N	N	<a href="#">0.3</a>
2.	<a href="#">Student-qzXH</a>	F	H	7	N	N	N	N	<a href="#">64.7</a>
3.	<a href="#">Student-hHMr</a>	F	W	7	Y	N	N	N	<a href="#">27.7</a>
4.	<a href="#">Student-hJBy</a>	M	H	7	N	Y	N	N	<a href="#">1.9</a>
5.	<a href="#">Student-hKMT</a>	M	H	7	N	Y	N	N	<a href="#">22.8</a>
6.	<a href="#">Student-hKRP</a>	F	H	7	Y	Y	N	N	<a href="#">1.8</a>
7.	<a href="#">Student-qxMg</a>	M	H	7	N	Y	N	N	<a href="#">13.9</a>
8.	<a href="#">Student-hLMY</a>	F	MR	7	N	N	N	Y	<a href="#">61.6</a>
9.	<a href="#">Student-hVjz</a>	F	B	7	N	N	N	N	<a href="#">2.9</a>
10.	<a href="#">Student-hWjS</a>	F	W	7	N	N	N	N	<a href="#">10.5</a>
11.	<a href="#">Student-hXqy</a>	F	W	7	N	N	N	N	<a href="#">58.0</a>
12.	<a href="#">Student-hZtj</a>	F	H	7	N	N	N	N	<a href="#">28.7</a>
13.	<a href="#">Student-hbBY</a>	F	B	7	N	N	N	N	<a href="#">58.5</a>
14.	<a href="#">Student-hbqL</a>	F	H	7	N	Y	N	N	<a href="#">46.6</a>
15.	<a href="#">Student-flMwz</a>	M	H	7	Y	Y	N	N	<a href="#">62.5</a>
16.	<a href="#">Student-hqVh</a>	M	B	7	N	N	N	N	<a href="#">3.7</a>
17.	<a href="#">Student-hlMx</a>	M	B	7	N	N	N	N	<a href="#">61.9</a>
18.	<a href="#">Student-hmVW</a>	M	H	7	N	Y	N	N	<a href="#">18.1</a>
19.	<a href="#">Student-hmVV</a>	M	H	7	N	Y	N	N	<a href="#">8.2</a>



# In This Report



- This report identifies students least likely to score Level III or above on future tests, below 70% probability (projections are to the old proficiency levels but still provide useful information by identifying low achieving students).
- The list can be sorted by several qualifiers.

# How To Use This Report

---



- Administrators can use this report to help assign students to teachers who are most effective with students at various academic levels.
- Programs and initiatives can be used to target these students most in need.

# Scenario/Questions

---



- What resources will be needed to ensure success for a cohort?
- What teachers need to teach what grade?
- Participation in programs?
- What additional services are needed?



# NC Public Schools **READY** for Success

## **District/School Academic Preparedness Report**



# District/School Academic Preparedness



Report: District Academic Preparedness Report  
District: District-kp  
Year: 2012

Grade: 7th Grade  
Projection: EOC Algebra I (Level III)

[Select Subgroups](#)

Enrolled 7th Grade Projected to EOC Algebra I (Level III)

Probability of Proficiency	Nr of Students	Percentage
Greater than or equal to 70%	<u>354</u>	55%
Between 40% and 70%	<u>117</u>	18%
Less than or equal to 40%	<u>124</u>	19%
Students at or above proficiency	<u>0</u>	0%
Students who lack sufficient data	<u>44</u>	7%



# In This Report



- This report shows the probability that students within a grade will score at or above Level III on future tests.
- Reports are available for students in grades 5 through 12.
- Data is provided in as a chart as well as a pie chart.
- All possible projections for a grade are accessed by clicking on the Projections tab.

# How To Use This Report

---



- Similar to the Academic At-Risk Report, but it shows all students and their probability of earning a III or better on future tests.
- Future projections about student progress can be made to help guide district and school placements, decisions, initiatives, programs, staffing, budgeting, curriculum, class offerings, textbook adoption, as well as other possible decisions.



# NC Public Schools **READY** for Success

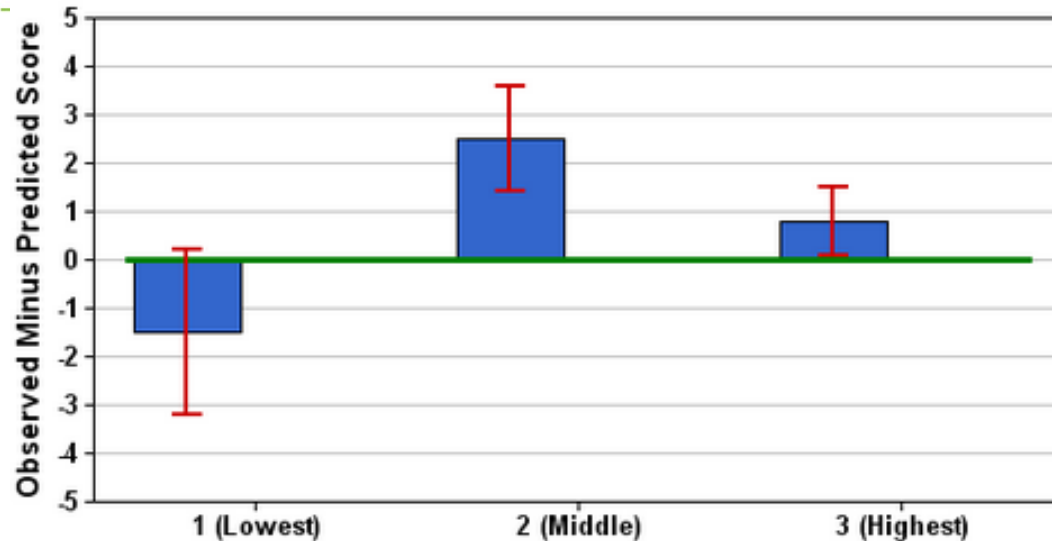
## Teacher Diagnostic Report





# EVAAS Teacher Diagnostic Report

[Select Subgroups](#)



		Observed minus Predicted Score by Predicted Score Tertile		
		1 (Lowest)	2 (Middle)	3 (Highest)
2012	Mean	<a href="#">-1.5</a>	<a href="#">2.5</a>	<a href="#">0.8</a>
	Standard Error	1.7	1.1	0.7
	nr of Students	<a href="#">30</a>	<a href="#">23</a>	<a href="#">22</a>
	<a href="#">% of Students</a>	40.0	30.7	29.3
Previous Cohort(s)	Mean			
	Standard Error			
	nr of Students			
	<a href="#">% of Students</a>	0.0	0.0	0.0

# In This Report

---



- This report shows the progress of a teacher's students in the most recent year, disaggregated by the level of achievement. The chart at the top offers a visual representation of the data presented in the table below.
- Reports are available for teachers in grades 4-12, depending on the subject taught.

# How to Use This Report



- Use this report to see how much progress a teacher made with his/her students.
- The green line on the chart is the Reference Line or the amount of progress students must make to keep up with their peers across the state. Bars above the green line show that students made greater progress than the State Growth Standard. Bars below the line indicate that students made less progress than the State Growth Standard.